



## **BUREAU OF SCHOOL IMPROVEMENT**

# **2007 – 2008**

# **SCHOOL IMPROVEMENT PLAN**

<b>School Name:</b>	ALLAPATTAH MIDDLE SCHOOL
<b>District Name:</b>	Dade
<b>Principal:</b>	Adolfo Costa
<b>SAC Chair:</b>	Sharon E. Williams
<b>Superintendent:</b>	Rudolph F. Crew, Ed.D
<b>Date of School Board Approval:</b>	Pending approval

**Jeanine Blomberg,**  
**Commissioner**  
Florida Department of  
Education  
325 West Gaines Street  
Tallahassee, Florida  
32399



**Cheri Pierson Yecke,**  
**Chancellor**  
K-12 Public Schools  
Florida Department of  
Education  
325 West Gaines Street  
Tallahassee, Florida  
32399

## **VISION/MISSION/BELIEF STATEMENTS**

### **VISION**

It is the belief of all at Allapattah Middle that our students will meet and eventually exceed the NCLB requirements. We are certain they will become productive members of society prepared to give back to their respective communities and continue the tradition of excellence they helped establish.

### **MISSION**

Staff will assure students exceed State and National Standards in student achievement and literacy.

The staff and community of Allapattah Middle School seek to provide our students with student-centered instruction that focuses on literacy and structured thinking skills while exposing them to technologically enriched learning experiences. Academic objectives focus on aligning classroom

instruction and student achievement with state and district benchmarks, specifically in the areas of reading, writing, mathematics, science, and advanced academics. Our goals are to provide a supportive, structured learning environment that prepares students for higher education and/or the workplace; to expand the academic, social, and emotional development of each individual; and to actively engage the community, parents, child, and school in the educational process.

The School Improvement Zone has set five goals for each “F” school with site specific strategies to be developed through collaboration with highly qualified staff and these goals will be achieved at Allapattah Middle School:

:

- No grade below “C”
- Reading Improvement
- Mathematics Improvement
- Writing Improvement
- Science Improvement

Additionally as a Repeat “F” school Allapattah Middle School will:

- Increase the number of reading and mathematics coaches, one per grade level
- Implement 6th Grade Teams in a separate cluster of the school building organized with a distinct administrative and student services team.
- 6th grade students will be enrolled in a transition course that will utilize Tools for Success and Classroom Inc curriculum materials to support independence and academic achievement and will have smaller class sizes with differentiated instruction to address individualized learning needs.
- 6th Grade Orientation will be a function previous to school opening and will be developed in collaboration with student services, parents, community, and schools to introduce the transition to high school and pupil progression requirements, SES service providers, school site tutorial services, and other unique programs which will provide individualized academic assistance.
- 6th grade students and parents will be required to sign a contract which will outline the commitment of M-DCPS to provide academic enrichment for each student.
- All students will be enrolled in Science with appropriate support materials and professional development for teachers.
- The Principal will be retrained in a structured, organized five minute walk-through to observe the evidence of high quality instructional delivery on a daily basis.
- Reform programs will be implemented in each “F” feeder pattern as part of Secondary School Reform, and may include such programs as HSTW, AVID, and the College Board.
- Vertical articulation activities will be expanded to include reform programs put in place, added rigor and development of new strategies for academic achievement, and a Professional Learning Community to look at student work.
- Unique college and university partnerships will be developed through the feeder pattern to promote academic achievement, rigor, and for the development of career goals.
- Implement of a new attendance program outlined by M-DCPS that addresses school tardiness and truancy.
- Participate in “Project Rise” (the US Department of Education Teacher Incentive Fund grant award) which is the M-DCPS August 1, 2007 Board Item C-85. The purpose of this project is to increase

teacher and administrator effectiveness at high-need schools through incentives and support, which will result in improved student achievement. The program will provide a jump-start to low performing schools by creating learning communities and enhancing professional development. Schools must meet the federal definition of high need, with more than 30 per cent of students eligible for free and reduced lunch. National Board Certified Teachers (NBCT) will be identified to teach and support teachers aspiring for National Board certification. This requires a commitment to a minimum of three years at the school and they will receive yearly incentives.

- Participate in the HSTW feeder pattern initiative. The Division of Student Services will assist schools in the transition into the new school reform, High Schools That Work, which will impact all students. During the 2006-2007 school year, Miami Jackson Senior High School participated in the HSTW assessments of reading, mathematics, and science. The data collected from this assessment will be used during 2007-2008 to develop measurable goals and benchmarks. The District will conduct activities during the 2007-2008 school year to infuse the HSTW ten key practices throughout the feeder pattern: A member of the Southern Regional Education Board (SREB) will conduct professional development for all instructional personnel on HSTW key practices prior to the beginning of school. Members of the Student Services department will participate in professional development activities focusing on the HSTW key practice, actively engaging students in learning. Ongoing coaching and site specific staff development will be provided to the instructional staff throughout the 2007-2008 school year by an SREB representative.

**SCHOOL PROFILE DEMOGRAPHICS**Allapattah Middle School, a sixth through eighth grade school of approximately 760 students, is located in the city's largest African American community that borders a large Haitian community to the east and an even larger Hispanic community to the south. The ethnic distribution of the student population is 60 percent African American (including Haitian) and 40 percent Hispanic. Of the total student population, approximately 100 students are in the English Languages Learners (ELL) program, seven of whom are in New Beginnings; and approximately 90 students are Students With Disabilities, 9 students are white, 419 are black, 329 are hispanic, 1 student is asian 617 are economically disadvantaged. There is a 43 percent student mobility rate and at least 92 percent of the students are on free or reduced lunch and 80 percent meet the Student-at-Risk profile; of these, at least one third are enrolled in remediation classes for the lower 25 percent of students scoring at level one on the 2006-2007 FCAT. Presently, Allapattah Middle meets the states class size requirement with a ratio of 15.75 students per teacher. Presently the total staff amount is 130. Sixty-five are teachers of which 28 percent have a Master's Degree and 7 percent have received Specialist Degrees. The average years of teaching in Florida is eight. Currently, we are 100% staffed. The average student attendance rate for the school year is 92 percent. Our staff ethnic breakdown is the following: White 9% Black 73% Hispanic 16% Asian 2% Allapattah Middle School is part of the Miami Jackson Senior Feeder Pattern. Our school receives federal funding through Title 1 which enhances the curriculum we are able to offer our students. Allapattah Middle is a Media Arts Magnet School. As a magnet school, we are able to attract students from outside of our attendance boundary. Some of our community partnerships include: Sam's Club, Washington Mutual and Amoco Oil.

### **SCHOOL MATCH**

Allapattah Middle will pair with William Dandy Middle School from Broward County as our school match. Although both schools are similar in their demographic makeup, there is a vast difference in student performance. William Dandy Middle is rated an A school. The school has a 76 percent poverty rate as well as a 98 percent minority rate. The percentage of African American students attending William Dandy Middle is 93.24 percent. The percentage of Hispanic students is 3 percent. The 2007 Performance Rate in Reading was 54 percent of the students scoring 3 or higher, the 2007 Performance rate in Mathematics was 56 percent scoring 3 or higher, and the 2007 Writing Performance rate was 90 percent. We plan on scheduling various on-site visits to William Dandy Middle by our administrative team and individual teachers. Our goal is to ascertain best practices that we would be able to duplicate at Allapattah Middle. We are specifically interested in the reading and mathematics students scoring at or above grade level.

### **QUALITY STAFF**

#### Highly Qualified Administrators

Our administrative team provides various talents and a total of seven decades of experience in the educational field ranging from certification in exceptional education, english education and social studies education. Combining these abilities to serve the Allapattah Middle School family ensures student academic achievement.

#### 1. Adolfo Costa- Principal

Mr. Costa is currently entering his 15th year in the Miami-Dade County Public School System. His entire career has been devoted to serving middle school and senior high school students. He was a language arts and esol teacher for five years, an assistant principal for nine years, a district supervisor

for one year and is entering his first full year as a principal. He has a Bachelor of Science in English, Master's degree in Teaching English to Speakers of Other Languages, and he is certified in Educational Leadership. As an assistant principal at Miami Southridge, Mr. Costa developed a school-wide reading program which enabled the school's grade to rise from a "D" to a "C". As a District Supervisor assigned to oversee Miami Edison's Corrective Action Plan, he was instrumental in Miami Edison's grade change of an "F" to a "D". Mr. Costa's strengths as a leader are many. He excels in the area of community and parental relations. His greatest strength is his ability to recognize the strengths in his staff and utilize them in areas that provide the most support for students to achieve academically. He has contributed to the success of students' academic achievement by receiving professional development in the following areas: CRISS Reading Strategies, Read 180, Making Middle Grades Matter, Carnegie Cognitive Tutor-Bridges to Algebra, Snapshot and Edusoft.

## 2. Jeanette Sierra - Assistant Principal

Ms. Sierra has a double Bachelor of Science degree in Criminal Justice, a Master of Science degree in Education and certified in Educational Leadership. She has 13 years of educational experience. Her experience as a team leader, department chairperson, student activities director and administrative assistant has given her a wide-range of responsibilities dealing with curriculum, disaggregating student data, discipline, attendance, articulation, grants, student activities and truancy as well as providing the individual and academic attention that low performing middle school students require. This is Ms. Sierra's fourth year as an Assistant Principal. Prior to becoming an Assistant Principal, Ms. Sierra was an administrative Assistant at Jose de Diego Middle School where she was responsible for instituting the Saturday School Academy. Her involvement and organization of attendance procedures led to student improvement on the 2007 FCAT Test in Mathematics and Reading. In addition, her attendance incentive drive moved Allapattah Middle's daily attendance percentage from 90% in 2006 to 92% in 2007. This year at Allapattah Middle her responsibilities include overseeing attendance, building maintenance and the Exceptional Student Education (ESE) department. Her aim for 100 percent attendance daily will ensure academic achievement. Also, her focus on inclusion for ESE students will also ensure increased gains on the 2008 FCAT test.

## 3. Jacqueline Lewis - Assistant Principal

Ms. Lewis is a first year Assistant Principal at Allapattah Middle School. She has a Bachelor of Science degree in Specific Learning Disabilities, a Master of Science degree in Teaching English to Speakers of Other Languages; Gifted endorsed, and is also certified in Educational Leadership. Ms. Lewis was an Exceptional Student Education teacher for four years in Language Arts and Reading and also served as team leader. Ms. Lewis served as the department chairperson for five years, and later the Exceptional Student Education Program Specialist for four years. Her various leadership experiences have enabled her to work closely with administration in the areas of increasing student achievement, increasing the inclusion percentage from 9% to 45%, and actively collaborating with the literacy development team. In her role as Program Specialist, Ms. Lewis wrote an inclusion grant in 2003-2004 to obtain additional funding for the ESE department. Ms. Lewis handled student discipline within the ESE department, maintained compliance of Individual Education Plans, initiated and implemented all Functional Assessment of Behavior and Behavioral Intervention Plan's, and coordinated with district staff the scheduling of student staffing and psychological evaluations. Ms. Lewis created a master schedule for the ESE department, and increased parental involvement through

various activities held throughout the year. Ms. Lewis has served as chairperson and liaison for the Professional Development team, and has conducted several professional development workshops, including an overview of the Continuous Improvement Model to the faculty and staff. Ms. Lewis' continuous dedication and commitment to Allapattah Middle, have rendered her to be an integral part of the school and community.

### Recruitment/Retention of Highly Qualified Teachers

#### CRP #7. Leadership/Mentoring

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of teachers in all subject areas. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of all teachers, support through professional development that strengthens the knowledge base for all teachers, access to mentor teachers and collaboration with colleagues will be utilized.

As part of the School Improvement Zone, all teachers receive a twenty percent salary increase that assists in retaining and recruiting highly qualified teachers.

[Show attached staff list](#)

### **ADDITIONAL REQUIREMENTS**

#### School Wide Improvement Model

The 8-Step Continuous Improvement Model (FCIM) will be used at Allapattah Middle School. It is a data-driven, results oriented school reform that successfully integrates the philosophies of Total Quality Management (TQM) and Effective Schools Research. As part of the FCIM, bi-monthly benchmark data is gathered and disaggregated by teacher in order to modify our instructional focus calendars in reading, mathematics, and science. Also, student needs are ascertained and individual tutoring is provided. In addition, our collection of data provides us with a menu of Professional Development necessary for teachers to meet the needs of our students. Our collection of data will further our efforts to provide differentiated instruction to our students as an alternate strategy. Our ongoing collection of data is also discussed with students and teachers through "Data Chats" on a monthly basis in order to monitor individual student progress, including progress toward mastery of the Sunshine State Standards and to redirect instruction as needed. Teachers are able to re-teach using the benchmark data gathered in order to strengthen desired benchmarks. In addition, students not meeting standards will be targeted for tutoring with the the different SES Providers.

### Communication with Parents

Allapattah Middle School provides current and pertinent information through a variety of formats

which include school website, school newspaper, Connect-ED Communication system, and written communication in home languages. The Community Involvement Specialist will also provide home visitation to ensure that parents receive information regarding parent conferences, exceptional student's staffing and reviews, as well as special school district programs. A Parent Resource Center was established to further enhance the communication with parents in the school and community. Curriculum materials and brochures explaining FCAT procedures and results are also provided through the Parent Resource Center. Public School Choice letters are available to parents.

[Show attached Public School Notice to parents](#)

[Show attached notification of SINI status](#)

#### Pre-School Transition

N/A

#### Teacher Mentoring

The Teacher Mentoring Program will be monitored by Ms. Sierra, Assistant Principal. The Reading Coaches will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff. Our mentor teachers are selected based on their students achievement data and their classroom management. The following is a list of mentors and mentees:

Mentor Mentee

Ms. Gaines Ms. Simmons

Ms. Ferguson Mr. Harris

Our mentor teams will meet weekly to ensure best practices are being utilized to meet the needs of the students in their classrooms. Our mentors goal is to provide best teaching and management practices in the areas of reading and mathematics in order to increase the mentees percentage of student learning gains by a minimum of 25%.

### Extended Learning Opportunities

As part of the School Improvement Zone, Allapattah Middle offers an extended year and an extended day. Our school year consists of ten additional instructional days and our school day is extended by one hour a day except on Wednesday. During the additional hour, students are offered an Academic Improvement Period. Students are scheduled into different enrichment classes based on their academic need.

Before/After School: To ensure that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data or IEP. The assessment data or IEP will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency vocabulary and/or comprehension; the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.

## **SCHOOLS GRADED C OR BELOW**

### **Professional Development**

**Describe the professional development that supports enhanced and differentiated instructional strategies.**

As part of the FCIM, our data indicates that our teachers and students have needs in different areas of instruction. Moreover, our teachers will be allowed to select from a plethora of in-service trainings on differentiated instruction, multiple intelligences, cooperative learning, Algebraic Thinking and CRISS strategies.

### **Disaggregated Data**

**Describe the use of student achievement data to determine the effectiveness of instructional strategies.**

During the August professional development days, the faculty will participate in a school-wide data disaggregating activity. Each department will review and analyze the 2007 FCAT student performance for grades six through eight. This will serve as an opportunity to analyze student needs and also target specific areas of instruction. The use of data as a tool for monitoring instructional strategies will be an ongoing process as we provide bi-monthly benchmark assessments to our students.

### **Informal and Formal Assessments**

**Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress**

MAZE – August and ongoing as students enter

FCAT Assessments – March

District Practice FCAT – August, October, January and May



FCIM Benchmark mini-assessments – ongoing  
CELLA – January and April  
Classroom Assessments – ongoing

**Alternative Instructional Delivery Methods**

**Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.**

One – on – one individual teacher instruction  
Small group instruction  
Peer tutoring  
Cooperative Learning Groups  
Hands-on instructional activities  
During the school tutorial pull-outs  
Saturday Academy

**SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12**

**Describe your school’s plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.**

**In the checkbox below, please indicate which of the ten guiding principles is addressed below.**

- Different Innovative Approaches to Instruction
- Responsibility of Teaching Reading for Every Teacher
- Quality Professional Development for Teachers and Leaders
- Small Learning Communities (SLC)
  
- Intensive Intervention in Reading and Mathematics
  
- Course Choice Based on Student Goals / Interests / Talent
  
- Master Schedules Based on Student Needs

Parental Access and Support

Applied and Integrated Courses

Academic and Career Planning

Where you can find them

Different Innovative Approaches to Instruction -All science teachers have received professional development on the use of Explore Learning Gizmos. Students will be utilizing the program a minimum of once per week in our science computer lab. See Science Strategy (Utilization of Gizmo Science Software)

Responsibility of Teaching Reading for Every Teacher - See Mathematics Strategy (Utilization of Reading Coach to provide necessary strategies for understanding word problems) During our collaborative planning time on Wednesday afternoons, reading coaches will provide math teachers with best practices that they will be able to utilize while teaching word problems.

Quality Professional Development for Teachers and Leaders - See section Schools Graded C or Below (Utilization of the Professional Development days) As a zone school, all of our teachers participated with five days of professional development from August 9th through the 15. Throughout the school year, our teachers are required to participate in 56 hours of professional development that takes place beyond the timeframe of the regular school day.

Small Learning Communities - See Electives and Special Areas (Magnet Arts and the Utilization of Saturday Academy in Reading and Mathematics) All of our teachers are participating in Interdisciplinary teams that meet three times a week from 8:20 to 8:50 in the morning.

Intensive Intervention in Reading and Mathematics - See All academic objective strategies for the utilization of small group and one-to-one tutorial instruction. As a zone school, we offer our students an Academic Improvement Period four days a week that provides intensive intervention to all students during the scope of the regular school day.

Course Choice Based on Student Goals/Interest/Talent

Students in grade six were allowed to select their second elective from a variety of electives before their schedules for the upcoming year were created in the Master schedule. Students in grades seven and eight were also allowed to select two electives if their FCAT results allowed them to do so. Some of the course offerings were: band, chorus, graphic arts and business technology.

Master Schedules based on Student Needs - See Reading and Mathematics objective strategies (All level one and two students are placed in the Academic Improvement classes based on their levels)

Parental Access and Support - See Parental Involvement Strategies- We afford all parents the use of our parent resource center everyday of the year from 8:00-5:00 PM. The parent center is maintained by our Community Involment Specialist everyday of the year.

Applied and Intergrated Courses - Students in grades seven and eight are enrolled in Marine Skills classes to enhance and provide hands-on opportunites to engage in Earth and Space Science learning activites. Students are are also provided a course in Business Technology to learn and develop skills conducive to becoming computer literate.

Academic and Career Planning- Students in grade eight will be participating in a College Ed. program sponsored by the College Board. This program will provide them with the insights needed to plan for their college years. In addition, they will be taking part in College Visits and a school-wide career fair.

## GOALS

<b>Goal:</b>	Reading
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**Needs Assessment** Results of the 2007 FCAT Reading test indicate that 54 percent of students in grade six through eight made progress towards meeting standards in Reading; however a vast majority of the students are deficient in reading. As per the No Child Left Behind (NCLB) adequate yearly progress report, students in all sub-groups did not attain the desired 58 percent of level 3 or above on the 2007 FCAT Reading test. After disaggregating of 2007 FCAT data, the results indicate only 32 percent met high standards in reading and there is no valid comparison that can be made among sub-group performances in the content clusters. All subgroups average of points gained in the content clusters was equally below standards. However, the two lowest performance areas that show a need for improvement is Words/Phrases and Reference/Research. This year a concerted instructional effort to provide intensive reading instruction and strategies should result in an increase in student achievement in these areas.

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**Objective** Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by a minimum of 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test,

Given instruction based on the Sunshine State Standards African American students in grades six through eight will improve their reading skills as evidenced by a minimum of 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test,

Given instruction based on the Sunshine State Standards Economically

Disadvantaged students in grades six through eight will improve their reading skills as evidenced by a minimum of 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test,

Given instruction based on the Sunshine State Standards Hispanic students in grades six through eight will improve their reading skills as evidenced by a minimum of 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test,

Given instruction based on the Sunshine State Standards English Language Learners (ELL) students in grades six through eight will improve their reading skills as evidenced by a minimum of 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

## **Strategies**

Implement a Transition Academy for incoming sixth graders for the purpose of engaging them in developmentally appropriate activities based on acquiring knowledge, skills and abilities to promote effective lifelong career development.

Use READ 180 as intervention for students reading four levels below grade and READ XL for students one grade level below and an emphasis will be placed on the black, hispanic, economically disadvantaged and english language learners (ELL).

Utilize CRISS to provide additional support for teachers and students Administer bi-weekly assessments aligned to the Sunshine State Standards tested benchmarks. The data gathered from the assessments will be disaggregated and used to direct classroom instruction and planning during the grade level planning sessions

Implement Rigorous Reading Requirement.

Utilize the Extended Day and Extended School Year to assist in intervention and remediation necessary for all students performing below grade level during the Academic Improvement and Literacy Building periods ( 7th and 8th).

Utilize a common planning period for language arts teachers to review and assess student data to re-generate instructional focus.

Develop and implement "The Word of the Day" program throughout the school year.

Implement the utilization of the Accelerated Reader program.

Utilize mini-assessments administered by teachers to ascertain benchmark mastery.

## **Evaluation**

Formative mini benchmark assessments will be administered by the teacher along with monthly summative District Reading Standards Interim

Assessments for all students. For students reading below the fourth grade level (0.0-3-9), the Gates MacGinitie and MAZE assessment will be used for screening, and State Reading Fluency Probes, READ180 assessments, and writing assessments will be used to monitor progress. The data from the 2007-2008 FCAT Reading Test will provide the final assessment.

**Research-based Programs**

McDougal-Littell Language of Literature, Scholastic READ 180-Enterprise (software), Scholastic READ XL, Jamestown-Timed Reading Plus, Peoples Education-Measuring Up  
Assessments: District Interim Assessments, Interventions: ESOL: Visions-Thompson/Heinle, Read XL

District K-12 Comprehensive Reading Plan  
#2 Middle Schools

Describe the research-based instructional materials used in the reading program.

Include a description of how each of the following will be integrated:

A high-quality reading program must include instructional materials that incorporate the five essential elements of reading instruction. The materials must be research-based and should address the specific reading deficiencies of students based on assessment results.

a. Supplemental reading programs (SRP)

Schools will utilize the following SRP in their Intensive Reading classes: Read XL (state-adopted) – materials serve as the instructional platform for students needing support to improve word study, vocabulary and comprehension skills. Each

Read XL lesson includes sections on creating interest, building a mental model, unlocking text structure, vocabulary and word study, establishing a purpose, and guiding comprehension aligned to benchmark instruction.

In addition to the use of the SRPs, schools may use Soar to Success

SOAR to Success – is a reading intervention for students in grades 3-8 who are reading below grade level. It is used in addition to the SRP. Two primary goals of this intervention are: to accelerate students' reading ability, and to help students to quickly and easily apply comprehension and decoding strategies they have learned to other content area texts. The ultimate goal of SOAR to Success is to increase students' understanding of what they have read through reciprocal teaching.

Final M-DCPS Comprehensive Research-based Reading Plan 32

Schools will utilize the following for SRP for Intensive Reading Plus classes:

Read 180 – is a comprehensive reading intervention program for struggling readers in grades 4 – 12. The goals of the program are to increase students' decoding, fluency, vocabulary, and comprehension skills. Strengths of this program include: 1) research-based comprehension instructional techniques are used, 2) repetition of and multiple exposures to vocabulary and immediate corrective feedback are provided, and 3) scaffolding is consistently provided

throughout the provided.

b. Intervention materials for struggling readers

Differentiated Instruction/Intervention – In order for a student to achieve the maximum benefit, intervention should be chosen based upon the student's need(s) as determined by assessment.

Classroom Libraries with Structured Monitoring – the leveled fiction and nonfiction texts included in the classroom libraries will be used to monitor independent reading. While students are engaged in independent reading, the teacher will monitor progress by listening to students read, checking for comprehension and supporting student-led book discussions. As needed, teachers will assist students in selecting appropriately leveled text.

Project CrISS – is based on the philosophy that comprehension and learning can be improved when students build on prior knowledge and are actively involved in the learning process through organizing information, discussing, and writing (Santa, 2004, p.1). Utilizing the CrISS philosophies and principles in reading classes as well as content area classes provides teachers and students with the opportunity to apply concepts taught and learned.

c. Materials and programs, including educational software, to provide additional support in reading growth for all children. Educational software must supplement and not supplant instruction by a highly qualified instructor. FCAT Explorer is a practice program developed to help students master the tested benchmarks.

d. Materials that build intrinsic motivation to read versus extrinsic motivation are recommended. Extrinsically motivating materials should not limit student access to text.

Accelerated Reader Program is used to engage students in the reading process. Students read books at their independent level and increase to more difficult texts as they progress through the program. Although students are initially reading to earn points for prizes, they eventually, with the teachers help, develop an intrinsic desire to read for information and enjoyment.

Final M-DCPS Comprehensive Research-based Reading Plan 33

Leveled Classroom libraries will be available in classrooms in order for students to self select books of interest. Teachers will guide students in selecting books at the student's independent reading level.

Books on Tape are used in reading classes to provide students with opportunities to engage in the reading process by listening to recordings of books. While listening to the recordings, students will be able to follow the text being read and learn internalize the process of good reading.

## **Professional Development**

Using the School Improvement Zone organizational structure, professional development will be provided to teacher and appropriate staff during the extended professional development day. Trainings will include the core reading program, intervention programs, and assessments used at the middle school level as follows: McDougal-Littell Language of Literature, READ 180 Enterprise, Read XL, Jamestown-Timed Readers, Measuring-Up. Provide

professional development that will enable school-site administrators to support the school-wide literacy plan. Provide professional development on the Continuous Improvement Model (FCIM). Provide professional development on the Transition Academy to sixth grade teachers. The School Improvement Zone Curriculum Support Specialist and school-site reading coaches will provide on-going professional development to teachers in grades six through eight in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time.

#### CRP #2 Middle Schools

Describe the process for monitoring reading instruction at the school level. Include the role of the principal and the Reading Coach. The following areas must be addressed:

##### Principal

h. The principal will identify model classrooms within the school. Mentor teachers, based on student data, will serve in the capacity of a model classroom teacher. Mentor teachers are those teachers whose assessment data in a specific area of reading is exemplary. A model classroom should only be used for demonstration purposes in the area of strength of the mentor teacher. (There could possibly be a different model classroom for all five areas of reading).

Based on student data and input from the Reading Coach, the principal will identify classroom teachers who are successfully implementing the essential elements of reading. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom.

i. How will the principal ensure that time is provided for teachers to meet weekly for professional development opportunities that include, but are not limited to grade group meetings, additional training, and one on one coaching sessions?

The District's plan will ensure that time is provided weekly for professional development and grade group meetings. Options for professional development may include, but not be limited to, study groups, collaborative teams, individual projects, peer observations, demonstrations, coaching and mentoring. Professional development opportunities will be individualized based on student performance data, in addition to the teacher's Individual Professional Development Plan (IPDP).

j. The principal will provide professional development materials to support instruction.

School-site administrators provide access to instructional materials, technological resources, reference materials and research that support high-quality teaching, learning and professional growth for the benefits of teachers and support personnel. All professional development services will directly support research based reading

Final M-DCPS Comprehensive Research-based Reading Plan 8 strategies, student interventions, and progress monitoring assessments identified in the district's comprehensive reading plan. During the 2006-07 school year, professional development offerings for teachers will focus on building a core set of knowledge, skills and tools in the area of reading and writing.

Additionally, Miami-Dade County Public Schools has placed online the catalogs of professional libraries at Library Media Services Division and schools. These professional libraries are online at <http://destiny.dadeschools.net>.

k. The principal will conduct weekly walk-through visits to monitor implementation and will follow up with feedback.

The Classroom Walk-about Reading Tool developed by the Florida Department of Education through Developing Educational Leaders for Tomorrow's Achievers (DELTA) provides a process that prepares K-3 school administrators to conduct brief, structured classroom visits. The focus of these visits is to examine the alignment between instructional delivery and curriculum in reading. Feedback arising from these visitations provides a basis for dialogue supporting the professional development of teachers.

To insure effective implementation, all principals and assistant principals will receive training to conduct weekly walk-through visits. To enhance the district's capacity, a

Classroom Walk-Through Strategy trainer cadre will be established. Aspiring school administrators will also receive training in Classroom Walk-Through Strategies as a required component of their preparation program. Follow-up sessions will focus on reinforcing training content, refining skills, and structuring and delivering feedback to teachers.

4. Describe how performance evaluations (principal, coach, and teacher) will be tied to student achievement in reading, and how the IPDP and evaluations will be aligned.

a. Individual Professional Development Plans (IPDP) need to address reading strategies. These strategies need to be constantly updated based on progress monitoring in reading.

Individual Professional Development Plans and Miami-Dade County Public Schools' Performance Planning and Assessment System documents will address reading strategies that have been developed based on students' reading test data and will be updated based on progress monitoring results.



School Choice and Parental Options/Charter School Operations will work cooperatively with charter schools' governing boards to ensure that student assessment results are considered in principals' performance evaluations.

b. Evaluations need to reflect goals on IPDP. If goals are not met, a plan of action needs to be created.

If the goals identified on a teacher's IPDP are not met, the teacher, school administrator and Reading Coach will work together to provide further support and assistance to the teacher. This collaborative process will ensure that appropriate professional development opportunities are made available, and that the teacher is able to implement appropriate instructional strategies in reading to meet their students' needs.

6. The District and principal will enforce the JRF Reading Coach model in all schools where coaches are based. What support will be provided to the Reading Coach in order to facilitate the coaching model as described by the Just Read, Florida! Office?

a. Describe how the coaches' role will be explained to school level administrators.

Principals will attend the Just Read, Florida! Leadership Conference. In addition,

District/Region/Zone staff will ensure that all principals are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach.

b. Describe how the coaches' role will be explained to the teachers at the school level.

Principals will attend the Just Read, Florida! Leadership Conference. In addition, principals will ensure that all teachers at the school site are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach. Teachers will sign for receipt of this information.

c. A coach must be provided opportunities to assist teachers in the area of reading. Describe how administrators will ensure accessibility to teachers for ongoing professional development opportunities.

Principals will establish time for the Reading Coach to collaborate and share information with teachers. Implementation of the coaching model (plan, demonstrate, debrief, co-teach, and follow up) will include, but not be limited to: methods of scientifically-based reading research, including comprehensive knowledge of the essential reading components, the reading process, and the framework for monitoring student learning. Also, training will be provided on the three types of classroom assessments: screening, diagnosis, and progress monitoring, in addition to immediate intensive intervention (iii).

Coaches will be given the opportunity to:

- Deepen their content knowledge
- Become aware of new professional development resources and materials
- Collaborate with mentor teachers and other coaches
- Objectively reflect on their own coaching work
- Learn how to interpret data and use it to drive instruction

Final M-DCPS Comprehensive Research-based Reading Plan 12

Professional development will be provided by the Reading Coach to include seven areas of professional growth for teachers at their school site:

- Examination and discussion of scientifically-based research in reading;
- Delivery and scaffolding of instruction in the five major reading components;
- Administration and use of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures;
- Data analysis for planning instruction and effective use of time;
- Methods for providing differentiated instruction in the classroom;
- Meeting the need of all students specific to individual school sites; and
- Increasing instructional density.

School site administrators will sustain the momentum of professional development in schools by building leadership capacity as the foundation for supporting improvement. This will be accomplished through the establishment of professional learning communities where Reading Coaches will facilitate ongoing follow-up through:

- Reviewing sample lesson plans and adapting them for the classroom;
- Co-planning and co-teaching lessons with a knowledgeable peer or a region educational specialist;
- Planning with a study group that focuses on implementing new practices;
- Analyzing student data;
- Implementing the coaching model of support including the planning, modeling, follow-up, feedback activities and inservices 55% of the time;
- Analyzing student performance data to monitor student progress 35% of the time; and
- Planning in a cadre with other coaches 10% of the time.

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**Highly Qualified  
Instructors**

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and

representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized. Additionally, teachers in the school improvement zone receive an increase of twenty percent of their salary.

<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program(s)/Material(s)	CRISS, Reading Libraries, Accelerated Reader Library, Books, Read 180	School Improvement Zone Funded Title 1 Schoolwide Program District Funded Title IV Service Learning Grant EESAC	20000
Technology	Read 180 computers Accelerated Reader Tests	School Improvement Zone Funded Title 1 Schoolwide Program	20000
Professional Development	Reading Leader, Reading Coach, Curriculum Mapping	Title 1 Schoolwide Program DOE Grant	120000
Other	Reading Teacher, Part-time Reading Teacher (2)	Title 1 Schoolwide Program	180000
<b>Total:</b>			<b>\$340,000.00</b>

<b>Goal:</b>	Mathematics
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**Needs Assessment** Results of the 2007 FCAT test indicate that in grades six through eight only 13 percent of the students met high standards. In addition, the data reveals overall 50 percent of the students have demonstrated acceptable learning gains. As per the No Child Left Behind (NCLB) adequate yearly progress report, students in all sub-groups did not attain the desired 62 percent of level 3 or above on the 2007 FCAT Reading test. Specific needs revealed in Mathematics are intense remediation for all sub groups in all of the tested benchmarks in order to achieve the required 62 percent of students meeting high standards. More specifically, number sense and measurement. This was the lowest scored benchmark with 16 percent mastery. An assesment of the data indicates that a refresher training for veteran staff members in strategies to deliver instruction to enhance the deficient areas for student achievement in the following: implementing instruction utilizing the District's pacing guide, and the use of manipulatives which will encourage teachers to utilize the ninety minute block to maximize learning and increase student computation achievement.

**Objective**

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test,

Given instruction based on the Sunshine State Standards, African American students in grades six through eight will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test,

Given instruction based on the Sunshine State Standards, Hispanic students in grades six through eight will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test,

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test,

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) students in grades six through eight will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

**Strategies**

Implement bi-weekly assessments that are aligned to the Sunshine Standards tested benchmarks. Data disaggregated from bi-monthly assessments will be used to redirect classroom instruction, and for placement of students in tutorial groups. All mathematics teachers will continue to focus on identified content strands in accordance with the developed Instructional Focus Calendar timeline for mathematics.

Utilize the Extended Day and Extended School Year to assist in intervention and remediation necessary for all students performing below grade level and an emphasis will be placed on the black, hispanic, economically disadvantaged and english language learners (ELL) students.

Utilize Reading Coach to provide students with comprehension strategies for understanding word problems in mathematics.

School site mathematics coaches and Curriculum Support Specialist from the

school Improvement Zone will employ the coaching model (planning with teachers, demonstrating strategies, practice and feedback) during collaborative planning sessions to support the core mathematics program.

Utilize the Academic Improvement period to implement and enhance math strategies to level one and two students.

Provide focused tutorial sessions for students not meeting standards on bi-monthly mathematics assessments.

Teachers will analyze student data from diagnostic assessments to address the individual needs of second language learners.

Increase use of the inclusion model for all LEP students.

Utilize mini-assessments administered by teachers to ascertain benchmark mastery.

All mathematics teachers in grades 6 through 8 will consistently focus on the cluster of Number Sense and instruct the remaining content strands of Measurement, Geometry, Algebraic Thinking, and Data Analysis and Probability according to the timeline identified in the Instructional Focus Calendar in mathematics.

**Evaluation**

Formative mini benchmark assessments will be administered by the teachers and monthly summative assessments will be administered school-wide and the disaggregating of the data from EduSoft from those assessments will be used to redirect classroom instruction and create flexible tutorials. The data from the 2007-2008 FCAT Mathematics Test will provide summative data to assist with correct placement of students for the next fiscal school year.

**Research-based Programs**

Core Program: Glencoe Mathematics Textbook series  
Interventions: RiverDeep, Plato Math Expedition, FCAT Explorer, FCIM, Algebraic Thinking, Measuring Up

**Professional Development**

Keeping in alignment with the School Improvement Zone organizational structure, required professional development for teachers and appropriate staff will be provided to promote and enhance student achievement during the extended professional development day. Areas of concentration in the trainings will include the core mathematics program, interventions programs ( Algebraic Thinking, RiverDeep, Plato Math Expedition, Measuring Up), Continuous Improvement Model (FCIM), along with any related district provided trainings as they become available. During grade level planning time, Curriculum Support Specialists and school-site mathematics leaders will provide on-going professional development to teachers in grades six through eight in the implementation process of best practices in differentiated

instruction. In addition, professional development on the Transition Academy to sixth grade teachers.

**Highly Qualified Instructors** Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of Mathematics teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of mathematics teachers, support through professional development that strengthens the knowledge base in mathematics, access to mentor teachers and collaboration with colleagues will be utilized. Additionally, teachers in the school improvement zone receive an increase of twenty percent of their salary.

<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program(s)/Material(s)	Glencoe Mathematics Supplemental Resources	Title I Schoolwide Program	10000
Technology	Edusoft for monitoring data River Deep, Plato Math Expeditions	Title I Schoolwide Program	10000
Professional Development	Glencoe Mathematics Supplemental Resources Edusoft Web based training 8 Step Improvement Model	Title I Schoolwide Program	2500
Other	Mathematics Teacher	Title I Schoolwide Program	60000
<b>Total:</b>			<b>\$82,500.00</b>

<b>Goal:</b>	Writing
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**Needs Assessment** After assessing the data results of the 2006-2007 FCAT Writing Plus Test, it is indicated that 87 percent of the eighth grade students tested scored at 3.5 or higher. Additional analysis of the data indicate students are now more proficient in Persuasive Writing as evidenced by 76 percent student mastery on the 2007 FCAT

Writing Test as compared to 70 percent mastery on Expository Writing. The assessment also uncovered needs which include, but are not limited to, the need to provide a refresher training for veteran staff members in strategies to deliver instruction to enhance the deficient areas for student achievement in the following: Focus, Organization, Supporting Details and Conventions for writing.

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**Objective** Given instruction using the Sunshine State Standards to achieve adequate yearly progress through the No Child Left Behind (NCLB) provision, students in grade eight will increase their writing skills as evidenced by a one percentage point increase in the percentage of students scoring a 3.5 or higher on the 2008 administration of the FCAT Writing Plus Test.

**Strategies** Administer and analyze data received from Learning Express Prompts to redirect instruction and create differentiated instructional groups. Incorporate CRISS and writing throughout all content areas including strategies specific to each subgroup. Utilize the Extended Day and Extended School Year to assist in intervention and remediation necessary for all students performing below grade level. Provide coaching and mentoring in small group pull-outs in conjunction with the implementation of the monthly writing prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains. Administer and analyze the District's Pre- and Post- Test expository/persuasive writing prompts. Use disaggregated data to redirect instruction and create differentiated instructional groups.

**Evaluation** Provide monthly assessments using District prompts to monitor students' progress in addition to Learning Express Prompts. The disaggregating of the data from the above assessments will provide redirection of instruction and differentiated instructional groups. The results of the 2008 FCAT Writing Plus test once disaggregated will allow proper placement of students for tutorial and instructional groups.

**Research-based Programs** Learning Express Zone Writing (software)

**Professional Development** The School Improvement Zone will provide staff development to all writing teachers on FCAT strategies, reader bias, and understanding the U-6 scoring rubric. School-site writing resource personnel will train all teachers and appropriate staff members in holistic scoring and strategies to improve students' writing skills. Teachers and appropriate staff will be trained in the use of Learning Express Writing Zone prompts. This on-going professional development will take place during common planning time and early release professional development days. All new and beginning teachers will receive on-going mentoring and classroom support from writing resource personnel. Teachers will also benefit from the sharing of Best practices, CRISS,

## Reciprocal Teaching and Learning Express

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Prentice Hall Supplemental Material	Title I Schoolwide Program	38000
Technology	Writing software/ Additional Computers for Language Arts classes	Title I Schoolwide Program	24000
Professional Development	Six Traits to Writing/ Florida Writes/Curriculum Mapping	Title I Schoolwide Program	12000
Other	Language Arts Teacher	Title I Schoolwide Program	54000
<b>Total:</b>			<b>\$128,000.00</b>

<b>Goal:</b>	Science
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**Needs Assessment** Results of the 2007 FCAT Science Test indicate that 13 percent of the students achieved proficiency. The area of greatest need is Scientific Thinking. Eighth grade students earned 46 percent of possible points on Scientific Thinking. Eighth grade students earned 36 percent of possible points on Physical and Chemical Science; 46 percent of possible points on Earth and Space, and 38 percent of possible points on Life and Environment. Additional training is also needed for all of our science teachers in the use of Best Practices to increase laboratory or hands on experiences for students.

**Objective** Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by a minimum of thirty-eight percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Science Test.

**Strategies** During the 2007-08 school year, there is special emphasis placed on the rigor, and alignment of literacy and science instruction, that includes a comprehensive professional development program titled: Cross Functional Science Professional Development Plan designed to ensure that science teachers are provided with extensive support in the respective areas of concentration and/or grade levels instructed. This plan also guarantees that novice teachers receive extensive trainings and follow-up-up trainings on the district's research-based science curriculum and recommended strategies. In addition to this, science instruction will be cross-curricular, with a special emphasis placed in the math and reading courses.

Engage students in scientific investigation through Science Projects and



exhibits.

Use CRISS and Reciprocal Reading strategies to assist students who may lack the desired reading skills to discern scientific methodology.

Increase the number of labs and/or hands-on activities that students are engaged in at grade level.

Disaggregate and analyze the 2007 FCAT Science Test data to identify strengths and weaknesses of students in grade eight and provide tutorial interaction.

Schedule eighth grade students into an AIP taught by science teachers according to their mathematics scores.

Use Explore Learning Gizmos software to increase interest and awareness of science content.

Administer bi-weekly benchmark assessments and teacher generated mini-lessons in order to measure progress.

**Evaluation**

This objective will be evaluated by scores on the 2008 FCAT Science Test. In addition, School Improvement Zone Pre/Post Test, teacher generated mini assessments, and Bi-weekly assessments will be used to monitor progress and direct student instruction.

**Research-based Programs**

Students will be given remediation and intervention using technology as well as direct instruction through the Glencoe Science Voyages textbook. Students scoring at or above grade level will be given enhancements using the RiverDeep program.

**Professional Development**

During the 2007-08 school year, there is special emphasis placed on the rigor, and alignment of literacy and science instruction, that includes a comprehensive professional development program titled: Cross Functional Science Professional Development Plan designed to ensure that science teachers are provided with extensive support in the respective areas of concentration and/or grade levels instructed. This plan also guarantees that novice teachers receive extensive trainings and follow-up- trainings on the district's research-based science curriculum and recommended strategies. In addition to this, science instruction will be cross-curricular, with a special emphasis placed in the math and reading courses.

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**Highly Qualified Instructors**

Brentnold Batson(258587)- is certified in Science grades 6-9. His present teaching assignment is general and advanced Science grades six and eight.  
Terri Burns-Davis(188571)- is certified in Science grades 6-9. Her present teaching assignment is general Science grade seven.  
Catrina Frey(269751)- is certified in Biology and Science grades 6-9. Her present teaching assignment is General Science grades seven and eight.  
Fiorella Gardella(245641)- is certified in Science grades 6-9. Her present teaching assignment is general Science grade 6.  
Islande Franck(242670)- is certified in Science grades 6-9. Her present

teaching assignment is Earth Space Science grade eight.  
Jonathan Schuman(161025)- is certified in Science and Technology grades 6-12. His present teaching assignment is general Science advanced and gifted grade seven and general Science grade six.

<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program(s)/Material(s)	Hands-on Manipulatives for RiverDeep Experiments		10000
Technology	Virtual Learning Software		0
Professional Development	Training for all grade level instructors in project based learning utilizing experiments		10000
Other	Science Teacher		60000
<b>Total:</b>			<b>\$80,000.00</b>

<b>Goal:</b>	Parental Involvement
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**Needs Assessment** The data reflected on the 2006-2007 parental attendance roster for Title I Parental Involvement indicated that there is a need to increase parent involvement by five percent. The level of involvement of parents will need to be highly focused and well planned to maximize the efforts to generate increased student academic achievement, participation and support. There is also a need to develop a Parent Resource Center that is conducive for small parental group training that includes at least five Brainchild Computers. Further analysis of the data indicate the lack of participation is due to several factors such as, single parent homes, non-paternal guardianship and low economic means which causes parents or guardians the need to work more than a forty hour work week.

**Objective** Recognizing the importance of home and community to support the efforts of improving the academic achievement of students, Allapattah Middle will demonstrate a five percent increase in parental and community involvement in our efforts to show improvement in student achievement as evidenced by comparing the 2006-2007and 2007-2008 Title 1 Parental Involvement attendance rosters.

**Strategies** Conduct parent technology workshop to promote computer literacy and the need to bridge the digital divide.  
Plan and implement workshops to empower parents with the skills needed to assist students with home learning activities.  
Provide informational workshops through Title I that focus on parenting

skills, healthcare, educational growth and the use of technology  
 Provide and maintain a Parent Resource Center with instructional materials and activities that support student learning and achievement.  
 Encourage full participation in the Zone's Parent Academy.  
 Conduct Parent Teacher Conference Days in order to facilitate meeting times with individual teachers.

**Evaluation** Monitor the participation of parents by maintaining the use of attendance rosters from Parent Resource Center, and school wide events, including but not limited to Open House, Family Night, AIP conferences, team-parent conferences and Parent Academy participation.

**Research-based Programs** Florida Association of Partners National Standards for Parent/Family Involvement Programs  
 PTSA

**Professional Development** Professional development for monthly Title I Community Involvement Workshops/Monthly EESAC meetings/Parent Academy

<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program(s)/Material(s)	Resources and materials		1000
Technology	Five computers needed for Parent Resources Center	Title 1 Schoolwide Program	0
Professional Development	Quest speakers and Training materials for Family Nights and workshops	Title 1 Schoolwide Program	0
Other	Community Involvement Specialist	Title 1 Schoolwide Program	29000
<b>Total:</b>			<b>\$30,000.00</b>

<b>Goal:</b>	Return on Investment
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**Needs Assessment** The data from the State's index publication for the 2005-2006 indicates Allapattah Middle as being very low. There is a high population of Exceptional Educational (18 percent) and Economically Disadvantaged (91 percent) students enrolled. Considering these factors, the school has not spent enough revenue to overcome these disadvantages. We will strive to improve our ranking where possible and provide additional enrichment opportunities for the students.

<b>Objective</b>	Allapattah Middle will improve its ranking on the State of Florida ROI index publication from the eighth percentile in 2004 to 9th percentile on the next publication of the index.
<b>Strategies</b>	Become more informed about the most effective use of financial resources in relation to school programs Examine the ability to reconfigure existing expenditures or acquiring resources from outside sources, e.g. grants and private foundations
<b>Evaluation</b>	On the next State of Florida ROI index publication, Allapattah Middle will show progress toward reaching the 9th percentile ranking.

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### SCHOOL ADVISORY COUNCIL

- Yes  No The majority of the SAC members are not employed by the school.  
The SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

### SAC Involvement

Allapattah Middle School advocates a shared decision making cadre that includes representatives from all the stakeholders in its primary decisions. The primary responsibility of our EESAC is to assist with the evaluation and the writing of our School Improvement Plan. Our EESAC Committee meets once a month and as part of the monthly agenda, we discuss the School Improvement plans progress and ascertain suggestions for improvement. Our 2006-2007 EESAC has reviewed and discussed how best to spend the budget of \$11,244 allotted and has voted to disburse funds in the following manner:

25 percent will be given to Media Services to continue updating reading material for the students and staff.

20 percent to be spent on upgrading technology for staff and students.

20 percent to be used for School Projects to benefit our student body participation in activities such as, Black History month, Red Ribbon Week, Hispanic Heritage month, Career Day and any other culminating activities.

20 percent was allocated for EESAC Trust fund for the convenience of purchasing afterschool snacks, attendance incentives and student achievement awards.

15 percent to assist and support the purchase of materials/items/field trips to enhance our schoolwide enrichment plan and safety issues.

As a repeating F rated school, Allapattah Middle School is required to convene a DCAT advisory group that is composed of the school principal, a parent representative, a business representative, a state representative, a district representative, and a teacher representative.

## FINAL BUDGET

Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	<p>Reading: CRISS, Reading Libraries, Accelerated Reader Library, Books, Read 180</p> <p>Mathematics: Glencoe Mathematics Supplemental Resources</p> <p>Writing: Prentice Hall Supplemental Material</p> <p>Science: Hands-on Manipulatives for RiverDeep Experiments</p> <p>Parental Involvement: Resources and materials</p>	<p>Reading: School Improvement Zone Funded</p> <p>Title 1 Schoolwide Program District Funded</p> <p>Title IV Service Learning Grant</p> <p>EESAC Available: \$20,000.00</p> <p>Mathematics: Title I Schoolwide Program Available: \$10,000.00</p> <p>Writing: Title I Schoolwide Program Available: \$38,000.00</p> <p>Science: Available: \$10,000.00</p> <p>Parental Involvement: Available: \$1,000.00</p>	\$79,000.00
Technology	<p>Reading: Read 180 computers Accelerated Reader Tests</p> <p>Mathematics: Edusoft for monitoring data</p> <p>River Deep, Plato Math Expeditions</p> <p>Writing: Writing software/ Additional Computers for Language Arts classes</p> <p>Science: Virtual Learning Software</p> <p>Parental Involvement: Five computers needed for Parent Resources Center</p>	<p>Reading: School Improvement Zone Funded</p> <p>Title 1 Schoolwide Program Available: \$20,000.00</p> <p>Mathematics: Title I Schoolwide Program Available: \$10,000.00</p> <p>Writing: Title I Schoolwide Program Available: \$24,000.00</p> <p>Science: Available: \$0.00</p> <p>Parental Involvement: Title 1 Schoolwide Program Available: \$0.00</p>	\$54,000.00
Professional	Reading: Reading Leader,	Reading: Title 1	\$144,500.00

Development	<p>Reading Coach, Curriculum Mapping Mathematics: Glencoe Mathematics Supplemental Resources Edusoft Web based training 8 Step Improvement Model Writing: Six Traits to Writing/ Florida Writes/Curriculum Mapping Science: Training for all grade level instructors in project based learning utilizing experiments Parental Involvement: Quest speakers and Training materials for Family Nights and workshops</p>	<p>Schoolwide Program DOE Grant Available: \$120,000.00 Mathematics: Title I Schoolwide Program Available: \$2,500.00 Writing: Title I Schoolwide Program Available: \$12,000.00 Science: Available: \$10,000.00 Parental Involvement: Title 1 Schoolwide Program Available: \$0.00</p>	
Other	<p>Reading: Reading Teacher, Part- time Reading Teacher (2) Mathematics: Mathematics Teacher Writing: Language Arts Teacher Science: Science Teacher Parental Involvement: Community Involvement Specialist</p>	<p>Reading: Title 1 Schoolwide Program Available: \$180,000.00 Mathematics: Title I Schoolwide Program Available: \$60,000.00 Writing: Title I Schoolwide Program Available: \$54,000.00 Science: Available: \$60,000.00 Parental Involvement: Title 1 Schoolwide Program Available: \$29,000.00</p>	\$383,000.00
		<b>Total:</b>	<b>\$660,500.00</b>

## **IMPLEMENTATION EVALUATION**

As part of the FCIM, our School Improvement Plan will be used as a working document to assess student progress. The School Improvement Plan is the blueprint of success and is shared with all of the stakeholders of the school community. The plan will be evaluated and adjusted according to data received from our ongoing assessments. The final evaluation of our plan will be the disaggregation of our 2008 FCAT Results.

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**Members**

**Signature**

- 1) Sharon E. Williams , SAC Chair \_\_\_\_\_
- 2) Kathy Adams , Teacher \_\_\_\_\_
- 3) Alonzo Dixon , School Support  
Personnel \_\_\_\_\_
- 4) Jeffrey Walters , Business Member \_\_\_\_\_
- 5) Matthew Bradley , Union Steward \_\_\_\_\_
- 6) Ruben L. Carter , Parent \_\_\_\_\_
- 7) Joyce Harden , Parent \_\_\_\_\_
- 8) Kim Gosier , Parent \_\_\_\_\_
- 9) Anne Hodge , Community Member \_\_\_\_\_
- 10) Deborah Duncan , Teacher \_\_\_\_\_
- 11) Hannah P. King , Teacher \_\_\_\_\_
- 12) Shanika Simmons , Teacher \_\_\_\_\_
- 13) William Calhoun , Community  
Member \_\_\_\_\_
- 14) Martha Lewis , Teacher \_\_\_\_\_
- 15) Adolfo L. Costa , Principal \_\_\_\_\_
- 16) Tim Miller , Community Member \_\_\_\_\_
- 17) Margarita Batista , Business  
Member \_\_\_\_\_
- 18) Carmen Ganni , Business Member \_\_\_\_\_
- 19) Timothy Jordan , Parent \_\_\_\_\_